

DOCUMENT RESUME

ED 238 868

SP 023 631

TITLE Physical Education. A Maryland Curricular Framework.

INSTITUTION Maryland State Dept. of Education, Baltimore.

PUB DATE [83]

NOTE 48p.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Athletics; Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Individual Development; Motor Development; *Muscular Strength; *Physical Education; *Physical Fitness; Self Actualization; Skill Development; Student Attitudes

ABSTRACT

This Maryland State Department of Education document is a guide for the assessment and development of comprehensive F-12 physical education programs in Maryland schools. The first section defines the nature of physical education and describes its relationship to society, the learner, and the school curriculum. The second section presents broad statements of goals, subgoals, and desired outcomes. In the next two sections, expectancies and illustrative objectives are outlined. Learning outcomes, primarily behavioral, which are appropriate for curricular emphasis within the subgoals, are discussed. Examples are also provided of the types of student achievements which might reflect subgoal and expectancy attainment at particular grade levels. The final section describes ways to develop and use goals, subgoals, expectancies, and objectives in the preparation of physical education scopes, sequences, and instructional units. The appendixes provide a list of Maryland Physical Education Framework Task Force and Framework consultants and Framework Review Panel members, the Maryland Physical Education Framework, the State K-8 physical education program requirements, a glossary, and illustrative objectives for all goal areas for each grade level. (JD)

* Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED238868

PHYSICAL EDUCATION

A MARYLAND CURRICULAR
FRAMEWORK

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as
received from the person or organization
originating it.
- ☒ Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

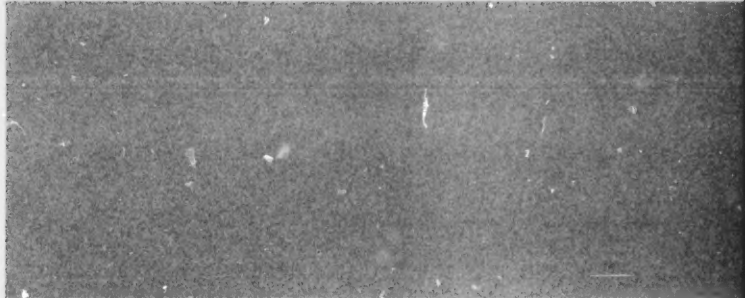
"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

G. A. Crenson

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
Telephone: 301-659-2325

SP 023 631



CONTENTS



Acknowledgements IV

Foreword V

Preface VI

Introduction: A Statement of Purpose 1

Philosophy 2

Physical Education Goals and Subgoals 3

Expectancies 10

Illustrative Objectives 12

Curriculum Assessment and Development 13

Philosophy

Goals

Scope and Sequence

Instructional Units

Appendices 23

ACKNOWLEDGEMENTS

This document's goals, subgoals, expectancies, and illustrative objectives were developed by the Physical Education Framework Task Force, chaired by Betty A. Reid, Specialist in Physical Education, Maryland State Department of Education.

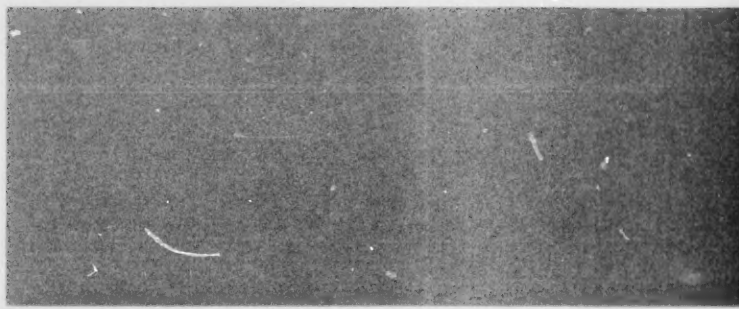
Sincere appreciation is extended to those others who gave time and careful attention to the development of this guide:

The Maryland Physical Education Review Panel
The Council of Maryland Directors and Supervisors of Physical Education
Physical educators from Maryland's institutions of higher learning
Local physical education teachers in Maryland schools
Consultants who provided coordination and editing skills

Maryland State Board of Education

Joanne T. Goldsmith
President, District Heights 1985
G. George Asaki, Pasadena 1987
May B. Bolt, Frostburg 1984
Mary E. Ellis, Salisbury 1988
Herbert L. Fishpaw, Baltimore County 1987
Verna M. Fletcher, Silver Spring 1984
Rosetta G. Kerr, Baltimore 1986
Albertine T. Lancaster, California 1986
Frederick K. Schoenbrodt, Ellicott City 1985
David W. Hornbeck
State Superintendent of Schools
Joseph L. Shilling
Deputy State Superintendent of Schools
Richard J. Deasy
Assistant State Superintendent for Instruction
James W. Latham
Director, Division of Instruction
Karen S. Davison
Chief, General Curriculum Branch

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping condition in matters affecting employment or in providing access to programs.



FOREWORD

More than two decades ago John F. Kennedy, alarmed about the need to alter Americans' physical habits of inactivity, said, "We are under-exercised as a nation. We look, instead of play. We ride, instead of walk." Health authorities have continued to warn that society must reverse its steady movement toward a sedentary lifestyle.

Joggers and bicyclists, highly visible, have responded. But the number of under-exercised and overweight Americans continues to grow. Ironically, the deteriorating physical health of our population is occurring in an era characterized by increased leisure time for the average person to enjoy.

Maryland public schools must accept a role in addressing this phenomenon. Students should learn at an early age that their bodies must be *used* to remain healthy and able to meet emergencies which require strength, speed, or endurance. They must acquire skills, understanding, and the motivation to maintain an optimal fitness level for effective work and play. Learning environments must be provided in which physical attainment is emphasized and where unique opportunities exist for increasing students' feelings of personal worth and positive attitudes toward others.

To assist with these essential tasks, I am pleased to introduce *Physical Education: A Maryland Curricular Framework*. The document is a guide for the assessment and development of comprehensive K-12 physical education programs in Maryland schools. The quality of this guide is a result of the outstanding contributions of the physical education task force members, teachers, and consultants whose sensitivity and response to significant social and student needs became apparent in this product.

David W. Hornbeck
State Superintendent of Schools

PREFACE

To address the role of physical education in the Maryland public schools, State Superintendent David W. Hornbeck formed a task force of physical education specialists and charged them with developing a framework responsive to children's needs in three critical areas. These were:

- 1) Developing health and activity patterns which support a long, productive, and enjoyable life.
- 2) Experiencing success in physical activity and, through it, improving their self-image.
- 3) Preparing for the wise use of self-directed or leisure time.

In initial meetings the nine task force members combined a study of curricular materials from national, state, and local sources with an exploration of personal convictions regarding the role of physical education in the educational process. Consensus was then reached on a set of program beliefs to direct the development of the framework.

The goals, subgoals, expectancies, and philosophy in this completed document reflect the synthesis or refinement of these original task force contributions. Most of the alterations made have resulted from suggestions by local physical education coordinators, postsecondary colleagues, or consultants who evaluated the early drafts. A 21-member review panel representing lay and educator groups critiqued a later draft of the three levels. Panel reactions guided the task force in determining further revisions which would improve the framework.

Task force members, assisted by local teachers, then compiled or created illustrative objectives showing how the K-12 expectancies might be fulfilled by students in each of four grade categories. These were reviewed by selected physical education teachers in each Maryland system and evaluated for their grade level and program appropriateness.

Finally, to validate the framework among both parent and educator groups, a comprehensive survey was conducted. The 1,000 Marylanders who participated indicated strong support for the importance of each of the goals, subgoals, and expectancies included in the opinionnaire.

Concurrent with the validation study, the Maryland State Department of Education awarded grants to four school systems to design local program models containing all of the physical education goals and subgoals. The models illustrated alternative avenues for helping students achieve success in all goal categories. Examples from these products in addition to selected excerpts from other local guides are included in the last section of this document.

INTRODUCTION

A Statement of Purpose

Physical Education: A Maryland Curricular Framework is designed to assist administrators and teachers in developing and implementing comprehensive K-12 physical education programs. For this discipline it provides a philosophical foundation and curricular structure to help guide local school systems in:

- Planning* local curricula,
- Developing* a local philosophy,
- Defining* a local set of goals and subgoals,
- Developing* a local scope and sequence,
- Evaluating* the extent that goals and subgoals are contained in current curricular offerings,
- Identifying* needed curricular content and instructional strategies, and
- Defining* selected physical education terms having important curricular implications.

This document is organized into four sections:

The Philosophy—This section defines the nature of physical education and describes its relationship with society, the learner, and the school curriculum.

Goals and Subgoals—These broad statements of desired outcomes, derived from the philosophy, bring direction and clarity to the program.

Expectancies and Illustrative Objectives—This section and Appendix E offer learning outcomes, primarily behavioral, appropriate for curricular emphasis within the subgoal areas. They also provide examples of the types of student achievements which might reflect subgoal and expectancy attainment at particular grade levels.

Curriculum Development Process—This section describes how to develop and use goals, subgoals, expectancies, and objectives in the preparation of physical education scopes, sequences, and instructional units.



What is Physical Education?

Physical education is that integral part of the curriculum which, through human movement, concentrates on the development of individuals' maximal physical potential and their related social, emotional, and intellectual growth.

The discipline's primary purpose is to assist the learner in developing: (1) total fitness and a lasting desire to maintain it; (2) movement abilities ranging from functional life skills to those needed for successful participation in leisure activities of their choice; (3) a sense of self-worth and dignity; (4) social competencies; (5) safety awareness; and (6) an appreciation and understanding of specific sports and dances, including their origins, cultural impact, and aesthetic values.

To achieve this broad purpose, physical education draws predominantly from the fields of biology, physiology, anatomy, sociology, and psychology to complement its own body of knowledge.

Physical Education and the Learner

Infants begin their earliest exploration and learning through movement experiences. At pre-school ages, participation in play activities significantly improves children's preparation for classroom learning and their development of fundamental social skills.

In the primary school setting, the young learner is motivated through perceptual and physical tasks to establish movement patterns important to success in more complex skills. Through personalized instructional methods, the child develops favorable impressions about his/her own body as a wondrous object capable of ever-increasing and diverse actions. At the primary level, the child's need for improved gross motor coordination as well as small muscle coordination must be addressed through different experiences. Simultaneously, attention must also be directed toward increasing the student's perceptual reservoir from which all size, shape, speed, and distance judgements are made.

As children progress in their physical development and in their execution of skills, the physical educator must be alert to those students whose slower developmental rate, restricted experiences, or limited ability for learning particular motor skills might impede their performance in some activity areas. Grouped with similar students and

given challenging tasks appropriate for their learning styles, these children should be able to reach their potential and regularly experience success. Since self-concept is closely related to one's feelings of accomplishment, children who experience the joy of personal achievement in the gymnasium or on the playing field should be more confident and successful in cognitive tasks in the classroom setting.

The diverse social needs of students receive constant attention in the physical education environment. Through purposeful learning activities, children may be guided from an egocentric orientation typical of the five-year-old into the role of a contributing group member. Qualities important in citizenship—sportmanship, emotional control and intelligent decision-making under stress, respect for self and others, cooperative leadership and followership—are social and emotional outcomes interwoven with the knowledge and skills of physical education.

Success in physical endeavors encourages lifelong interest in maintaining health and fitness. The truly physically educated student will have acquired both competencies applicable to many lifetime activities and a desire to retain the healthy feeling associated with enjoyable exercise.

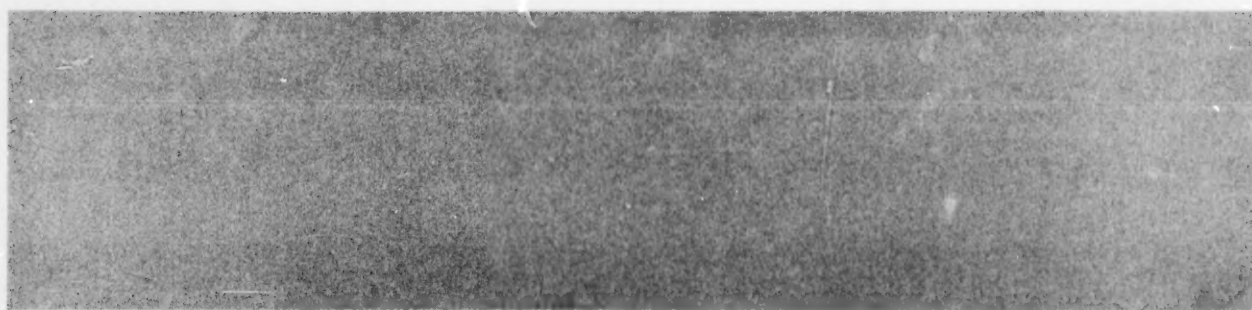
Physical Education and Society

Since the strength of a nation is but the sum of the vigor and productivity of its individual citizens, America must promote the health, vitality, and total education of all its citizens. To this end, physical education makes a major contribution as the primary area of the curriculum concerned with helping students develop and maintain optimal health, fitness, and physical skills.

The unceasing growth and changes in technology and the increasing dependence of Americans on sedentary forms of work and entertainment cause a corresponding decrease in opportunities for citizens to develop strength, stamina, and physical skills. Recent research indicates that Americans today lead the world in degenerative diseases, obesity, and unfitness. These conditions are believed to begin in childhood.

Advances in technology, the shortened work week, and a larger retired population are important sociological trends that contribute to increased public interest in wise use of free time. To prepare students for active recreational pursuits, physical educators must teach the movement patterns and rules and strategies of a variety of

PHILOSOPHY



physical activities which have permanent appeal. Citizens of all ages who feel competent and comfortable in an active lifestyle will tend to maintain a healthy balance between work and leisure.

Sport remains a major focal point for all socioeconomic levels in the American culture; it helps to unify diverse groups by forming a common bond of interest among its supporters and participants. Mutual appreciation among varied groups in our pluralistic society is often realized in the positive social interactions which occur as an outcome of sport, dance, and related activities.

Characteristic also of a successfully functioning democratic society are citizens who are cooperative, honest, and concerned with social needs. A physical education program geared to these outcomes can engender ethical and socially responsible conduct among its participants not only in game situations but in other more important aspects of life.

The Physical Education Curriculum

The physical education curriculum must be consistent with the subject area's goals; take into account the varying needs, interests, and abilities of children; and respond both to current social concerns and those anticipated in the future. Such a curriculum includes:

PHYSICAL AND MOVEMENT COMPONENTS

- Fitness programs and appropriate conditioning activities on a regular basis for all students;
- An emphasis on developmental, creative, rhythmical, and perceptual motor experiences for the primary level;
- A wide variety of individual and group games or sports, outdoor recreational activities, gymnastics and self-testing tasks, dance, and aquatic experiences throughout all grade levels.

UNDERSTANDINGS

- Principles of efficient movement and concepts related to fitness appropriate for the age group;
- Safety information, rules, and strategies for the varied program activities.

SOCIAL AND EMOTIONAL COMPONENTS

- Opportunities to develop a more positive attitude toward one's own body and its potential, to recognize movement capabilities of all, and to practice coop-

erative interactions and teamwork;

- Planned experiences which encourage the development of values favoring an active and healthful lifestyle.

For desired outcomes to be attained, learning activities must be selected or adapted with consideration of such factors as the maturity, skill, and fitness levels of the individual participants. Units must also be evaluated to determine student progress and the effectiveness of instruction.

PHYSICAL EDUCATION GOALS AND SUBGOALS

The desired outcomes of a comprehensive K-12 physical education program for Maryland students, expressed broadly in the Philosophy, are succinctly stated in three goals and ten supporting subgoals. They are intended to encompass the totality of the discipline's major purposes and cross all grade levels. The goals and subgoals should serve a directional function in local physical education curriculum development.

The order in which the goals and subgoals have been listed in the framework is not necessarily indicative of their perceived importance. Each is essential in a comprehensive program.

The first two goals stress desired psychomotor, cognitive, and attitudinal outcomes related to fitness and motor achievement, respectively. The third goal accents students' attitudes toward themselves and others. Under each goal, subgoals delineate primary areas of concentration.

In Appendix D the state K-8 physical education program requirements are listed beside the framework subgoals which particularly apply to them. As local systems develop curricula, attention must be given to the appropriate placement of the Maryland State Department of Education expected outcomes within the total K-8 physical education program.

Student attainment of these important desired outcomes will depend largely on the manner and the degree to which each is emphasized within a well planned and effectively taught physical education program.

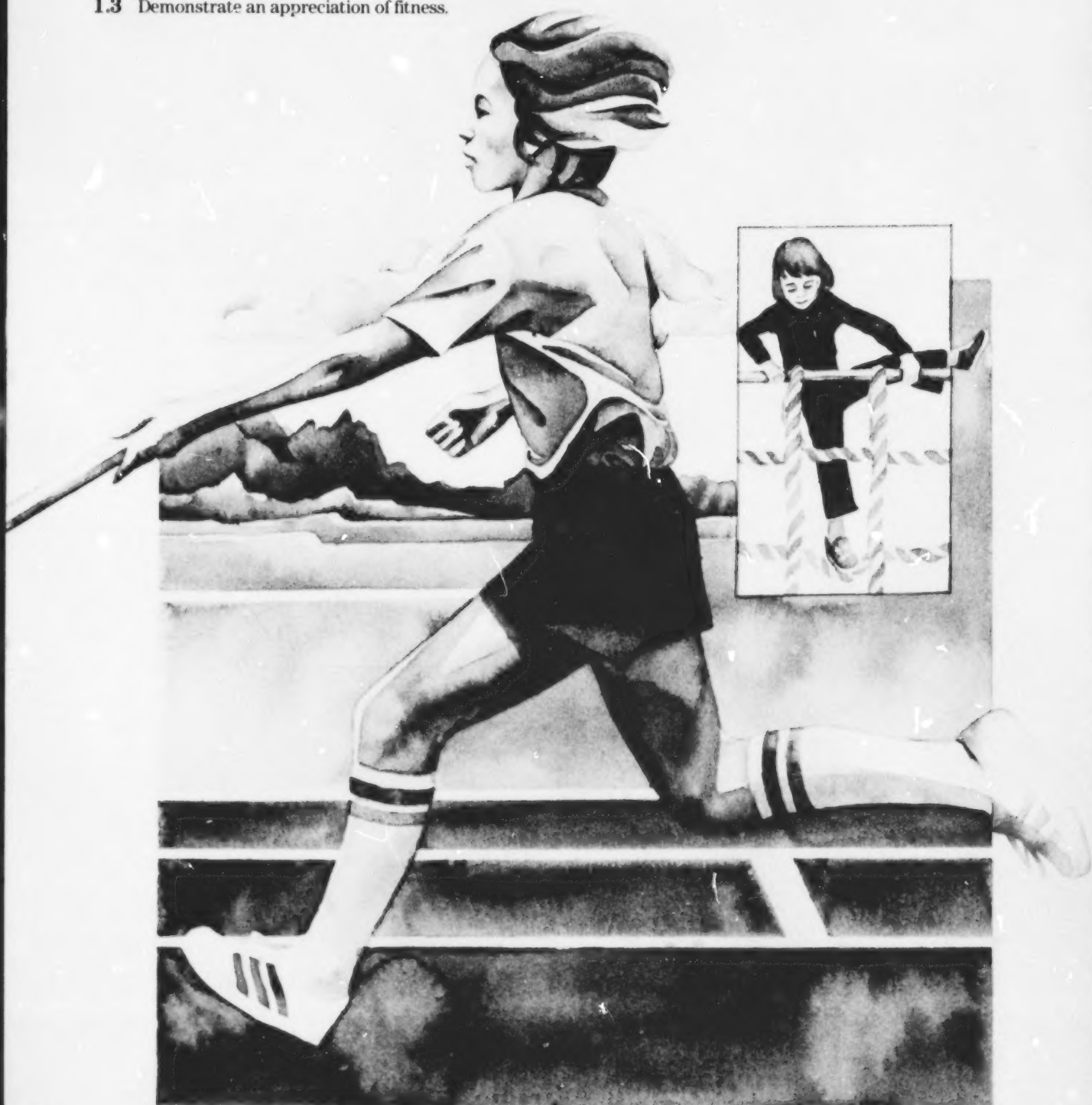
GOAL 1

To develop an acceptable level of fitness, an understanding of the components of fitness, and an appreciation of the lifelong value of fitness through personalized physical education activities.

GOAL ONE focuses on the important contribution of physical fitness to achieving and maintaining a healthy lifestyle. Fitness in this framework includes both health-related components and motor components. The health components are cardiovascular endurance, strength and muscular endurance, flexibility, and body composition. The motor components are agility, balance, power, and speed. Students are challenged to attain a fitness level which allows them to function effectively both in work and leisure activities. Understandings of principles requisite to the development and/or maintenance of total fitness to meet present and future needs are addressed. The development of a positive attitude toward fitness is crucial to assure the maintenance of a healthy lifestyle.

Subgoals

- 1.1** Demonstrate an acceptable level of fitness.
- 1.2** Demonstrate a knowledge of fitness principles which contribute to the quality of life.
- 1.3** Demonstrate an appreciation of fitness.



GOAL 2

To develop physical skills and to acquire knowledge of and an appreciation for efficient and creative movement through participation in a sequential program of varied activities.

GOAL TWO focuses upon the unique contribution which physical education makes in preparing individuals for a participating role in a wide variety of sports and leisure activities of importance in American society. Successful attainment of motor skills and creative movements is stressed in the following categories: basic locomotor and non-locomotor actions, manipulative movements, rhythms, team sports and games, individual and dual activities, and aquatics. Accompanying cognitive understandings related to movement principles, rules and strategies, safety, and equipment care are included. Developing an appreciation of excellence in sports, dance, and similar performances is a desirable outcome.

Subgoals

- 2.1 Demonstrate a variety of motor skills and creative movements.
- 2.2 Demonstrate knowledge of elements essential to the effective and efficient performance of motor skills.
- 2.3 Demonstrate an appreciation for efficient and creative movement.



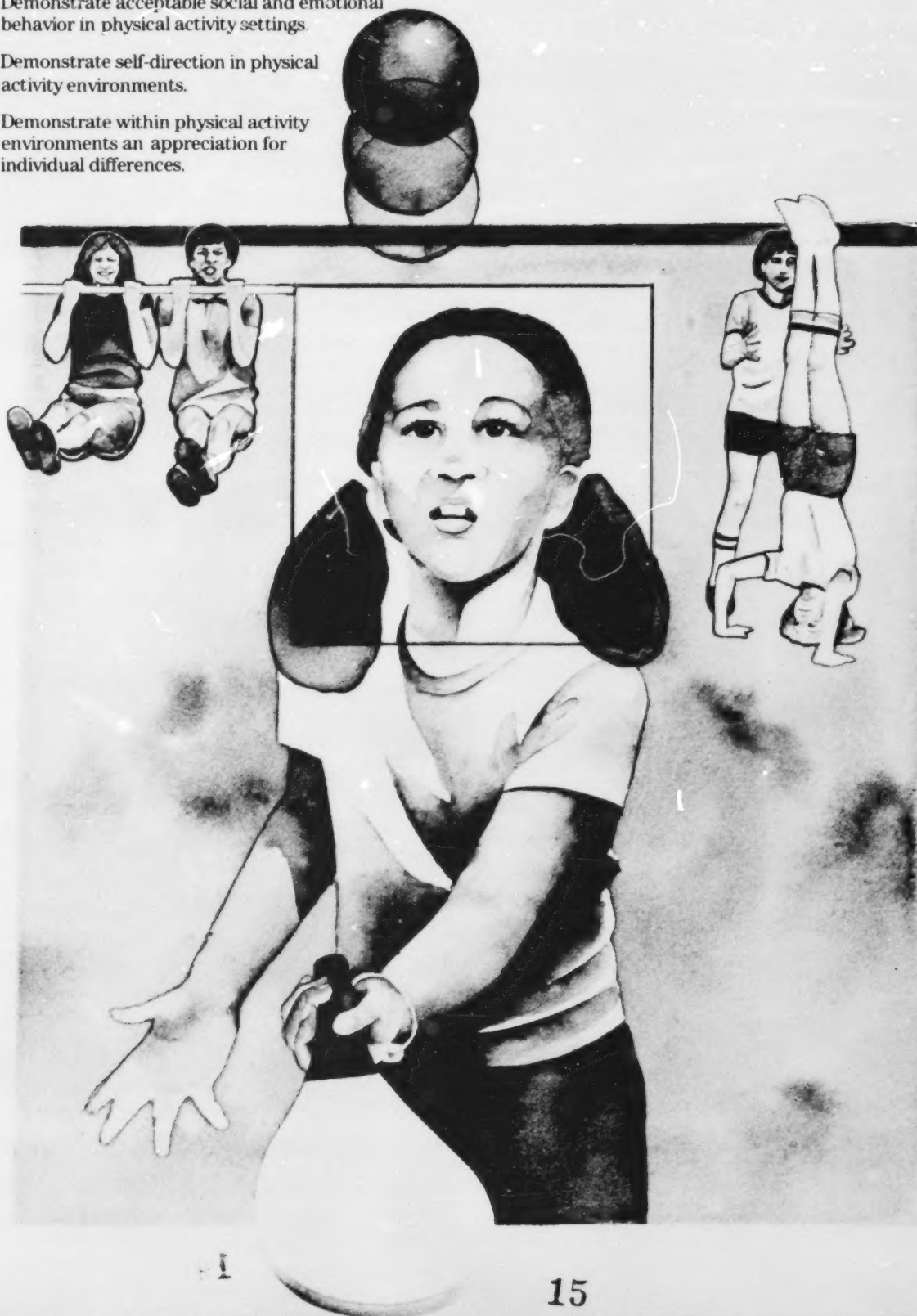
GOAL 3

To develop through purposeful physical education experiences a more positive self-concept, appropriate social and emotional behaviors, self-direction, and an appreciation for individual differences.

GOAL THREE focuses upon the varied contributions which physical education makes to students in their development of positive attitudes toward selves and others. A variety of physical activity settings, diversified organizational patterns, and a range of instructional strategies are purposely structured to promote in learners heightened self-confidence, self-respect, self-direction, self-control, self-discipline, and intelligent decision-making. The setting encourages students to interact positively with others. Desired learner outcomes include the display of respect toward peers and authorities, cooperative behavior as a leader or follower, and supportive or accepting actions toward individuals who differ in intelligence, physical characteristics, sex, emotional behaviors, interests, or motivation.

Subgoals

- 3.1 Demonstrate a positive concept of self in movement activities.
- 3.2 Demonstrate acceptable social and emotional behavior in physical activity settings.
- 3.3 Demonstrate self-direction in physical activity environments.
- 3.4 Demonstrate within physical activity environments an appreciation for individual differences.



EXPECTANCIES

framework expectancies describe more specifically than the subgoals under which they are classified important learner outcomes which should evolve during the K-12 physical education experience. The expectancies assist in curriculum development by organizing and sequencing the vast assortment of valuable learning activities available in physical education. Because most of the psychomotor and cognitive expectancies are stated in behavioral terms, the school system or teacher is aided in deciding appropriate content, criteria, and tools to use in evaluating student progress at a particular level. Desired attitudinal outcomes are stated in terms which also indicate needed teaching strategies and possibilities for student assessment.

The expectancies in this document do not represent all possible descriptors of each subgoal. The present list, however, does include those expectancies considered by the task force, review panels, and Maryland citizens to express highly meaningful outcomes for students to achieve.

Outline of Physical Education Framework Goals, Subgoals, and Expectancies

GOAL 1 To develop an acceptable level of fitness, an understanding of the components of fitness, and an appreciation of the lifelong value of fitness through personalized physical education activities.

Subgoal 1.1 Demonstrate an acceptable level of fitness.

Expectancies. Students will:

1. Demonstrate strength and muscular endurance;
2. Demonstrate cardiorespiratory endurance;
3. Demonstrate flexibility;
4. Demonstrate proper body alignment in various postural positions;
5. Demonstrate agility in their movements;
6. Demonstrate balance while performing stationary and movement skills;
7. Demonstrate power and speed in movements.

Subgoal 1.2 Demonstrate a knowledge of fitness principles which contribute to the quality of life.

Expectancies. Students will:

1. Comprehend fitness components and their contributions to good emotional and physical health;
2. Comprehend the relationship of human anatomy and physiology to fitness;
3. Comprehend principles of nutrition and weight control as related to body composition and physical activity;
4. Relate fitness principles to conditioning for specific activities;
5. Relate rest and relaxation to total fitness;
6. Assess their own fitness needs and limitations and develop a sequentially designed personal fitness program.

Subgoal 1.3 Demonstrate an appreciation of fitness.

Expectancies. Students will:

1. Project through psychomotor actions a positive attitude toward regular involvement in fitness activities;
2. Express through cognitive behaviors a positive attitude toward the development and lifelong maintenance of fitness for all.

GOAL 2 To develop physical skills and to acquire knowledge of and an appreciation for efficient and creative movement through participation in a sequential program of varied activities.

Subgoal 2.1 Demonstrate a variety of motor skills and creative movements.

Expectancies. Students will:

1. Demonstrate ability in locomotor and non-locomotor movements;
2. Demonstrate ability in creative movements;
3. Demonstrate ability in manipulative skill activities;
4. Demonstrate rhythmic movement patterns;
5. Demonstrate ability to participate in team games and sports;
6. Demonstrate ability to participate in individual and dual games and activities;
7. Demonstrate ability to participate in aquatic activities.

Subgoal 2.2 Demonstrate knowledge of elements essential to the effective and efficient performance of motor skills.

Expectancies. Students will:

1. Comprehend principles of perceptual motor, locomotor, non-locomotor, and manipulative skill development;
2. Comprehend rules and strategies of various sports and games;
3. Comprehend principles of safe environments for physical activities;
4. Comprehend proper care and use of equipment and attire.

Subgoal 2.3 Demonstrate an appreciation for efficient and creative movement.

Expectancies. Students will:

1. Display positive attitudes toward personal skill development;
2. Respect excellence of physical performance.

GOAL 3 To develop through purposeful physical education experiences a more positive self-concept, appropriate social and emotional behaviors, self-direction, and an appreciation for individual differences.

Subgoal 3.1 Demonstrate a positive concept of self in movement activities.

Expectancies. Students will:

1. Display a positive attitude toward physical activity;
2. Display satisfaction with their own physical performance;
3. Display respect for self and others.

Subgoal 3.2 Demonstrate acceptable social and emotional behavior in physical activity settings.

Expectancies. Students will:

1. Display positive behavior and apply appropriate decision-making skills under stressful conditions;
2. Display positive group dynamic behaviors;
3. Display respect for authority.

Subgoal 3.3 Demonstrate self-direction in physical activity environments.

Expectancies. Students will:

1. Display self-discipline;
2. Display an ability to set realistic performance goals;
3. Display an ability to select and devise their own learning experiences;
4. Locate and participate in appealing physical activities available outside of class;
5. Identify career possibilities in physical education and related areas which are of interest to them.

Subgoal 3.4 Demonstrate within physical activity environments an appreciation for individual differences.

Expectancies. Students will:

1. Accept intellectual, physical, and performance differences;
2. Accept gender similarities and dissimilarities;
3. Adjust to varying emotional reactions of others to stress;
4. Accept differences in interest and motivation.

ILLUSTRATIVE OBJECTIVES

he sample objectives on this page suggest one way to incorporate a framework expectancy into local physical education curricula at four grade level categories: K-2, 3-5, 6-8, and 9-12. A school system which decides to use these or other objectives included in this document may determine their exact grade level placement and modify them to address local needs.

Goal 2. To develop physical skills and to acquire knowledge of and an appreciation for efficient and creative movement through participation in a sequential program of varied activities.

Subgoal 2.2 Demonstrate knowledge of elements essential to the effective and efficient performance of motor skills.

Expectancy 2.2.1 Students will comprehend principles of perceptual motor, locomotor, non-locomotor, and manipulative skill development.

Illustrative Objectives.* By the end of the following grade levels, students will be able to:

K-2

1. Recognize the relationship of performance levels to attainment of gross motor coordination and other perceptual motor components.
2. Identify the range of general space necessary to perform various locomotor movements.
3. Identify the range of personal space necessary to perform various non-locomotor movements such as bending, twisting, and stretching.
4. Recognize the importance of visual skills in the performance of manipulative activities.

3-5

5. Recognize the interrelationship of perceptual motor elements such as balance and eye/hand coordination.
6. Relate spatial awareness to various levels and directions of locomotor movements.
7. Recognize the importance of timing, force, and level in the effective performance of non-locomotor movements.
8. Explain fundamental relationships between body positions and object manipulation.

6-8

9. Analyze the skill performance of others, identifying perceptual motor strengths and weaknesses.
10. Apply movement elements such as pathways, force, and tempo to various activities.
11. Relate non-locomotor movements such as pushing, pulling, and swinging to various activities.
12. Apply concepts of force production and control to the execution of basic sport skills.

9-12

13. Analyze and improve their own skill performance by identifying perceptual motor strengths and weaknesses.
14. Analyze locomotor tasks and apply movement elements such as force and direction to improve performance.
15. Apply the elements of movement in combination with non-locomotor actions to specific activities such as throwing a discus, batting a ball, or turning in gymnastics and dance.
16. Analyze their own manipulative skill level and devise techniques for improving performance.

**These objectives are representative of a complete set for each expectancy. The remainder, also prepared and validated under the direction of the Maryland Physical Education Framework Task Force, are located in Appendix E.*

CURRICULUM ASSESSMENT AND DEVELOPMENT

This section is designed as a guide for curriculum specialists and teachers to assess existing curricula and develop new curricula. The material is organized around the four essential components of the written school curriculum: an underlying philosophy, the overall goals of the program, the scope and sequence, and instructional units. Each component is described in terms of its purpose, its specific elements, and how it can be assessed and developed. Additionally, one or more examples from current Maryland physical education curriculum guides are provided to demonstrate local approaches used in addressing each component.

PHILOSOPHY

A philosophy is an explicit statement of the beliefs which should direct all aspects of a school system's curriculum. Developing a statement of philosophy allows educators in a system to achieve consensus about the nature of particular subject matter as it relates to the instructional program. A clear statement attained by such consensus can aid the school system in constructing appropriate goals, specifying instructional strategies, and assessing programs.

A comprehensive philosophy should initially address the subject matter, its relationship to society, and its relationship to learners. Based upon a synthesis of these elements, a clear statement should be developed to direct the system in structuring its curriculum.

The Subject Matter

This section should describe the type of subject matter which is to be taught and the disciplines from which the curriculum should be drawn. It should address the underlying premises and values as well as the instructional strategies or learning processes inherent in these disciplines.

Society

Society's needs in relation to the subject matter should be of major importance in planning a program. The focus should be on these needs and how they can be met by a comprehensive, balanced curriculum.

The Learner

The system's set of beliefs about the needs of students is found here. These needs include those which are influenced by the external demands of society and those which, if met, would lead to personal fulfillment.

The Curricular Statement

The curricular statement is the culminating section of the philosophy. It synthesizes the related needs of society and the learner with the subject matter content to produce a rationale for the curriculum.

Developing a Philosophy

To construct a program philosophy it may be useful to review the explicit philosophies in existence at the local, state, and national levels. Implicit beliefs held by the local community should also be identified and considered. During the final stages of preparation, systemwide consensus should be achieved on the principal beliefs proposed for the product.

Example of a Local Elementary Physical Education Philosophy

SUBJECT MATTER

Physical education is that essential part of the total educational experience which, through physical activity, contributes to the physical, mental, social, and emotional development of the individual. Inherent in physical education is its emphasis on the uniqueness of individual development and its stress on cooperative and competitive endeavors which provide for self and group development and challenge. The unique content of the discipline of human movement at the elementary school level expands from an emphasis on the fundamentals of movement such as balance, spatial awareness, and body control to encompass more complex motor patterns. These patterns or skills prove to be useful in a variety of individual and group activities including personal fitness, games, sports, and dance.

Participation in these varied movement forms contributes to an understanding of one's total being by developing:

- awareness of individual fitness
- cognizance of personal health needs
- mastery of diverse skills
- a feeling of self-worth
- an ability to relate positively with others.

SOCIETY

The importance of physical education has never been greater. Constantly increasing technology has supplanted physical effort and has produced a society that depends on leisure-time activities for the physical challenge and conditioning necessary for a healthy body.

This phenomenon is evidenced in the increase in organized sports both in numbers of participants and the range in their ages. There is a heightened awareness of and enthusiasm for fitness activities. Recent legislation has demanded that all children have an equal opportunity to improve their physical skills. The medical profession has recognized the importance of exercise to enhance purely medical treatments, both as preventive medicine and as an adjunct to the cure. Therefore, it is imperative that students participate in a program which directs attention to physical activity.

LEARNER

As the learner is guided through the sequences of skill development, regular self-evaluation helps the child set realistic, yet challenging goals. Constructive assessments are related to specific tasks that denote subsequent stages of development. The child learns to value his/her progress and to appreciate the progress of others.

It is recognized that learning ability can be greatly influenced by the amount of affection and caring displayed during the learning process. The child needs to know acceptance as a unique individual. The child needs the constant reinforcement of success, yet also needs to be encouraged to set and accept challenging goals that may introduce the possibility of not completely succeeding in some tasks.

CURRICULUM

The curriculum in this system's elementary physical education program is divided into five major topical areas. Within these, all activities appear. The categories are: fundamental skills, dance, gymnastics, games, and additional activities. Each topical area deals sequentially with all related activities. The activities are graduated in a progressive order of instruction to provide an optimal number of individual growth and movement experiences. Opportunities for group participation are provided as well.

Acquiring a knowledge of movement is stressed in the curriculum, also. Emphasis is placed not only on understanding a specific activity but also on appreciating the importance of movement to one's total well-being.

GOALS

Goals are broad, generalized statements which are derived from the philosophy and which determine the curriculum. They establish the direction of the program by identifying those learner outcomes which are to be achieved through a comprehensive and effective program.

Since program goals are broad, they may be clarified by the use of subgoals which define the major areas covered by each goal. If desired, additional levels of behavior statements, sometimes termed expectancies and objectives, may be written to specify outcomes within the subgoal categories.

Constructing Goals

Goals should be developed from and thus reflect the system's philosophy. The set should incorporate all of the goals and subgoals from the state while addressing the specific needs and interests of the local community and special populations of children.

Examples of Local Goals

The following K-12 physical education goals were recently produced independently by two local systems. While each set incorporates all of the state physical education goals, each also attends to other relevant interests expressed by community and educator groups in that district.

System A

LOCAL GOALS	STATE PHYSICAL EDUCATION GOALS
Promote sound health and safety habits	1 & 2
Develop a core of movement patterns	2
Promote the recognition, development, and maintenance of an appropriate level of physical fitness	1
Develop positive social and emotional behaviors	3
Contribute to constructive and satisfying use of leisure time	1 & 2
Develop individual skills and interests necessary for vocational and avocational pursuits	1-3

System B

LOCAL GOALS	STATE PHYSICAL EDUCATION GOALS
Attain an appropriate level of physical fitness	1
Demonstrate positive social and emotional behavior in the performance of physical activities	3
Develop basic skills related to a variety of physical activities	2
Develop creative movement patterns	2
Demonstrate a positive attitude toward physical activity	1
Understand how participation in physical activities contributes to healthful living	1
Value physical activity as a means of self-realization and fulfillment	3

SCOPE AND SEQUENCE

A scope and sequence is a description of the entire curriculum from the school system level. It provides a broad overview of the content of the curriculum and illustrates the sequencing of the material from kindergarten through the twelfth grade.

In any scope and sequence certain key elements should be presented for each unit or course: the title or topic, a narrative describing the content, the goals and subgoals to be addressed, and the placement of the unit or course within the school program.

Developing and Assessing a Scope and Sequence

The first step in developing a new scope and sequence or modifying an existing one is to review what is currently being taught. It may be helpful to answer the following series of questions about the current scope and sequence.

1. Are the topics covered adequate to meet the desired scope of the program?
2. Is the content and its placement appropriate for the developmental levels of the various types of learners?
3. Are each of the system's goals incorporated into the current scope?
4. Does the sequence follow a logical order and allow for recycling of material when appropriate?

The answers to these questions should be examined and recommendations made for needed changes in the scope and sequence. Once this needs assessment has been completed, the scope and sequence should be revised to reflect the newly developed philosophy and goals.

Examples from Local Sequences

ALTERNATE
METHOD

A variety of effective methods exist for structuring a physical education sequence which will fulfill a system's recognized curricular needs. In Maryland school systems, a common means employed to represent major

physical education topical areas by grade level and time allotment has been the display of categories on a circle graph. Percentage tables, such as the following one extracted from a local scope and sequence, have also been used to provide this same information.

PHYSICAL EDUCATION CURRICULAR COMPONENTS AND THEIR PERCENTAGE OF INSTRUCTIONAL TIME						
Grade	Curricular Areas					
	Fitness	Games/Sports	Movement/Dance	Gymnastics	Aquatics*	
					Facility Unavailable	Facility Available
K & 1	5	25	40	29	1	10
2	5	30	35	29	1	10
3	5	33	30	30	2	15
4 & 5	10	35	25	28	2	15
6 - 8	24	40	14	20	2	20
9	35	40	10	10	5	25
10 - 12	Electives provided within and across curricular areas.					

*The time allotted to each area will require adjustment if aquatic facilities are available for maximal instruction in that area.

ALTERNATE
METHOD

2 An alternate method for presenting physical education curricular topics by grade level and time allotment follows. In this example from a local guide, as in

the preceding one, the program is shown to progress from a concentration on specific curricular areas at the elementary level to a totally elective program at the high school level.

GRADES K-3		Percentage	GRADES 4-5		Percentage
Basic Movement		20	Basic Movement		10
Manipulative Skills		20	Skills and Leadup Games		40
Rhythms		20	Rhythms		15
Games of Low Organization		15	Self-Testing		35
Tumbling and Gymnastics		15			100
Track and Fitness Testing		10			
		100			
GRADE 6	GRADE 7		GRADE 8	GRADES 9-12	
Soccer	Flag Football		Field Hockey	(Semester or year)	
Lifetime Sports	Soccer		Soccer	Elective Course Offerings:	
Recreational Activities	Lifetime Sports		Lifetime Sports-Tennis	Dance and Other Rhythmic Activities	
Basketball	Basketball		Recreational Activities	Gymnastics	
Volleyball	Volleyball		Basketball	Individual and Dual Activities	
Stunts and Tumbling	Gymnastics		Volleyball	Lifetime Sports	
Rhythms	Physical Conditioning		Gymnastics	Physical Conditioning	
Physical Conditioning	Track and Field		Physical Conditioning	Recreational Games	
Track and Field	Elective Units		Track and Field	Recreational Leadership	
First Aid			Elective Units	Sports Medicine	
				Team Sports	
				Weight Training	
			GRADE 9		
			(Semester course required)		
			Fitness for Life		

3 A third school system has developed a physical education grid to indicate specific activities by categories for each grade level. The activities have been carefully selected to meet the state grade level objectives,

while taking into consideration students' characteristics and interests at each developmental stage. Following is a condensation of the grid displaying all major categories but only some of the several dozen activities listed in the local guide.

PHYSICAL EDUCATION ACTIVITIES BY CATEGORY AND GRADE LEVEL								
Activity	K	1-2	3	4-5	6	7	8	9-12
Orientation:								
Physical Fitness/Testing	X	X	X	X	R	R	R	R
Individual:								
Backpacking						S	S	S
Body Awareness/Body Mechanics/Posture	X	X	X	X				
Cross Country				X		S	S	S
Gymnastics		X	X	X		R(TC)	S	S
Racket Skills					R	R	S	S
Striking Skills		X	X	X				
Wrestling					TC	S	S	S
Team:								
Basketball				X	R	S	S	S
Lacrosse (Girls' rules)				X	TC	S	S	S
Manipulative Skills	X	X	X	X				
Volleyball				X	R	R	S	S
Rhythmics:								
Aerobic Rhythms	X	X	X	X		R(TC)	S	S
Folk/Square Dance			X	X	R	R(TC)	S	S
Aquatics:								
Endurance Swimming				X		S	S	S
Instructional Swimming				X	R	S	S	S

Key: X—Required at elementary level
R—Required at secondary level
S—Selective offering
TC—Teacher choice

Example from a Local Scope

The scope of each topic is described through a narrative and a listing of the goals and objectives covered. Although two systems may teach the same topic at the same grade level, the scope of that topic may be very different. Factors such as the unit objectives, selection of skills, allotted time, students' backgrounds and characteristics, and available facilities or equipment may cause similarly named scopes in neighboring school systems to vary greatly.

The major elements helpful in developing a grade level scope are reflected in the following example extracted from a local guide. The first two of 14 units' objectives and skills are presented for illustrative purposes.

Ninth Grade Physical Education: Lifetime Sports and Fitness

Purpose. This program is designed to expose every student to activities useful as lifetime recreational pursuits or as continuing fitness aids. The course consists of the following units: archery, badminton, tennis, table tennis, shuffleboard, horseshoes, handball, racketball, bowling, fencing, golf, volleyball, softball, and croquet. Throughout each of these units, the instructor should incorporate fitness activities.

General Objectives. Students will:

1. Develop skill in leisure-time activities.
2. Develop or maintain positive carry-over fitness and safety habits.
3. Learn about the history and rules of the activities.
4. Develop an awareness of the care and safety of equipment.

UNIT I. ARCHERY

Objectives. Students will:

1. Demonstrate essential skills necessary for a safe and successful performance.
2. State and adhere to all safety rules.
3. Describe the history of the activity; explain its rules.
4. Recognize the coeducational and recreational possibilities for future participation beyond the school setting.

State Goals, Subgoals, and Expectancies Addressed in this Unit

- Goal 1: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7
 2.1
 3.1
 Goal 2: 1.1, 1.2, 1.3, 1.5, 1.6
 2.1, 2.2, 2.3, 2.4
 3.1
 Goal 3: 1.1, 1.2, 1.3
 2.2, 2.3
 3.1, 3.4
 4.1, 4.2

Skills Included

Bracing and unbracing a bow	Anchor point
Stance	Aiming
Gripping the bow	Release
Nocking the arrow	Follow-through
Gripping the string	Retrieving
Drawing	Scoring

UNIT II. BADMINTON

Objectives. Students will:

1. Demonstrate adequate skill in the activity.
2. Describe the history and explain the rules of the sport.
3. Explain equipment selection and care considerations, safety measures, and game etiquette.

State Goals, Subgoals, and Expectancies Addressed in this Unit

- Goal 1: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7
 2.1
 3.1
 Goal 2: 1.1, 1.2, 1.3, 1.5, 1.6
 2.1, 2.2, 2.3, 2.4
 3.1, 3.2
 Goal 3: 1.1, 1.2, 1.3
 2.2, 2.3
 3.1, 3.4
 4.1, 4.2, 4.3, 4.4

Skills Included

Grips	Singles play
Footwork	Doubles play
Strokes: serve, drive, smash, drop, hairpin	

Example of a Local Match with a State Physical Education Goal

To assess local programs it is helpful to complete a match between goals established by the local system or the state and the curricular components included in the current scope and sequence. The following is an example of such a match for a single goal area. The chart verifies that all of the fitness subgoals are addressed at one or more grade levels in each curricular category. It also indicates both the grade levels and activity components in which student attainment of more specific framework expectancies is emphasized.

**A Grade K-12 Match Between
Local Physical Education
Curricular Components and
the State Fitness Goal***

K-12

	ACTIVITY COMPONENTS							
	AQUATICS	DANCE	DUAL ACTIVITIES	FITNESS	GYMNAS- TICS	INDI- VIDUAL ACTIVITIES	LOW ORGANIZED GAMES	TEAM SPORTS
GOAL 1: Fitness								
SUBGOAL 1: DEVELOPMENT; MAINTENANCE	2	1 2 3 4	3 4	1 2 3 4	1 2 3 4	1 2 3 4	1	2 3 4
<i>Expectancies:</i>								
1. strength		1 3 4	3 4	1 2 3 4	1 2 3 4	1 2		3 4
2. cardiorespiratory endurance	2	1 4		3 4		1 2	1	3
3. flexibility		1 3 4	3 4	2 3	1 2 3 4	4		
4. proper body alignment		1 3 4	3		1 2 3 4	2 3		
5. agility		1 2 3	3 4	2 3 4			1	3 4
6. balance in performance		1 3 4	3		1 2 3 4	2		3
7. power & speed	2	1		2 3 4	3 4	2 3 4	1	2 3 4
SUBGOAL 2: KNOWLEDGE	2	1 3 4	3	1 2 3 4	1 2 3	1 2 3	1	2 3
<i>Expectancies:</i>								
1. fitness components		3	3	1 2 3 4	1	3		
2. anatomy & physiology		3		2 3 4	2	1 2 3	1	2
3. nutrition & weight control			3	1 2 3 4				
4. specific conditioning		1	3	2 3 4	2 3	3		2
5. rest & relaxation	2	4	3	1 2 3	3			3
6. personal fitness program				2 3 4	1 3	3	1	
SUBGOAL 3: APPRECIATION	2	1 2	1 2 3	1 2 3 4	1 2	1 2	1 2	3
<i>Expectancies:</i>								
1 + 2. positive attitude	2	1 2	1 2 3	1 2 3 4	1 2	1 2	1 2	3

*Key: Grades K-2 = 1, grades 3-5 = 2, grades 6-8 = 3, grades 9-12 = 4

INSTRUCTIONAL UNITS

An instructional unit describes how a topic at a particular grade level is to be taught. It is a guide for teachers to use in working with their students.

An instructional unit consists of several important elements:

- the title or topic to be covered;
- a narrative or outline describing the content to be covered;
- a set of objectives derived from the goals and subgoals and defining the scope of the unit or course;
- the activities necessary to reach the objectives;
- a listing of resources, equipment, and supplies;
- a description of the evaluation procedures needed to determine whether or not the objectives have been met.

How Are Instructional Units Developed?

The first step in the development process is to examine the existing instructional units. It may be helpful to ask a series of questions about the units:

1. Do the objectives build toward designated goals and subgoals and do they cover the scope of the topic?
2. Is the content, including skills, adequate enough to cover the topic and is it current?
3. Are the activities adequate for reaching the objectives and are they appropriate for the learner?
4. Is the sequence of learning activities within the unit logical?
5. Are the resources listed adequate for the activities?
6. Does the evaluation relate directly to the stated objectives?

After this needs assessment is completed, a series of decisions must be made. First, is it possible simply to revise the existing units? Second, if this is not possible, are there available units from an outside source that could be adapted to meet the identified needs? Third, if no such program is available, how can new units be developed locally to improve the curriculum?

Once these questions have been answered, it may be helpful to pilot any resulting curriculum changes. The evaluation of such a pilot can be useful in further refining the new curriculum.

*Example of a Local Instructional Unit**

I. GRADE: SIX

II. UNIT: FITNESS/CONDITIONING

III. UNIT DESCRIPTION:

This unit is designed to assist students in achieving a satisfactory fitness level, a knowledge of important fitness concepts, and an appreciation of fitness as a valued lifestyle. Activities will be provided within the following categories: walking, jogging, non-stop exercise routines, aerobic

games, weight training, flexibility exercises, strength and power exercises, and agility exercises. Fitness benefits derived from specific activities and related movement principles and body functions are included.

IV. PERFORMANCE OBJECTIVES	STATE	
	SUBGOALS ADDRESSED	ACTIVITIES
1. The students will demonstrate the ability to perform vigorous activity for a period of time commensurate with their levels of fitness (muscular endurance and cardiovascular endurance).	1.1	Walking/Hiking Jogging/Running Non-stop exercise Rope jumping Aerobic games Weight training
2. The students will perform activities which extend joint movement as far as possible within the normal range of motion (flexibility).	1.1	Specific flexibility exercises Specific yoga type exercises
3. The students will demonstrate the ability to exert degrees of force with single muscles or muscle groups (strength, speed, and power).	1.1	Muscular strength and weight training Specific strength and power exercises Speed: Rope jumping
4. The students will be able to change direction and position without the loss of balance (agility).	1.1	Specific agility activities
5. The students will participate in a variety of physical activities.	2.1	See V: Subunits and Selected Fitness Activities
6. The students will demonstrate the ability to solve movement problems by using appropriate judgment relating to distance, time, force, space, speed, direction, and the use of implements and themselves.	2.2	See V: Subunits and Selected Fitness Activities
7. The students will demonstrate respect for the individual's worth and accomplishments.	3.1, 3.4	Fitness clubs and interest groups Individualized fitness programs

- | | | |
|--|-----|--|
| 8. The students will state the relationship of physical activity to body structure and function. | 1.2 | See V: Subunits and Selected Fitness Activities |
| 9. The students will state the value of continuing physical activities throughout life. | 1.2 | Fitness clubs and interest groups
Individualized fitness programs |
| 10. The students will recognize the potential of physical activities to release tension, to use leisure time constructively and to have fun. | 1.3 | See V: Subunits and Selected Fitness Activities |
| 11. The students will be able to set realistic levels of aspiration and find the means to attain those levels. | 3.3 | Individualized fitness programs
Fitness clubs and interest groups |

V. SUBUNITS AND SELECTED FITNESS ACTIVITIES

A. Walking and Hiking

Walking and hiking may be classified as cardiovascular activities if they are done vigorously. A free arm swing and a brisk stride improve their effectiveness.

Walking and hiking are defined as locomotor movements in which one foot is contacting the ground at all times. Many of the activities listed under Jogging/Running are appropriate to Walking/Hiking.

Activities: Heel and toe races; scavenger hunts; sharing of hiking experiences; discussion of hiking safety.

B. Jogging/Running

Jogging and running are interchangeable terms. Performing the running skill requires the student to be airborne during each stride. Speed is relative to the individual's fitness level. What is running for one student, could be jogging for another.

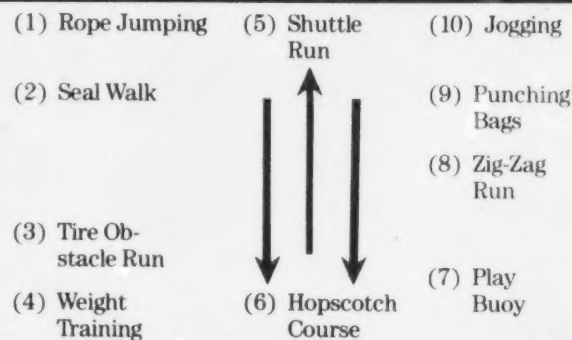
Activities: Guess the time race. (Allow students to become familiar with a running course. Ask them to guess the time it will take to run the course. Runners who guess times closest to their finishing times win.)

Cross-country runs; jog-a-mile events. Discussions of family and community jogging habits.

C. Non-Stop Exercise Routines

Non-stop exercise routines contain a variety of continuously performed movements. Non-stop agreements can be used to develop all components of fitness; however, their primary purpose is to develop aerobic capacity commensurate with an individual or group fitness level. Guide: Sixth graders may progress to 15 minutes.

Activities: Circuit training: An example of an indoor gymnasium circuit which emphasizes cardiovascular endurance follows:



Interval training using Parcours course; jumpnastics (continuous jumping, hopping, and running), rope jumping. Films on fitness development; discussions of conditioning principles.

D. Aerobic Games

Activities which are played vigorously are classified as aerobic games. In order to sufficiently raise their cardiovascular rates, students must be able to participate vigorously for ten or more minutes.

Activities: Non-stop ball (like basketball but nearly continuous), field ball. Class check of resting pulse and recovery pulse. Discussion of their importance.

E. Weight Training

Weight training is working with weights to build strength and gain fitness. Weight training is an example of isotonic exercise. It is imperative that students understand and practice proper safety procedures when participating in weight training activities.

Activities: Orientation to the program, arm curls, standing press, bench press. Individual conferences concerning progress and needs.

F. Specific Flexibility Exercises

These are exercises which stretch muscles and thus permit the joints a fuller range of movement.

Activities: Double knee pull, hurdler's stretch. Explanations concerning the process of becoming flexible.

G. Specific Yoga Type Exercises

Yoga type exercises, as presented in the local guide, are exercises for attaining flexibility and body control. Diaphragmatic breathing accompanies these exercises.

Activities: Squatting frog, cobra, cat. Discussions of the value of being flexible.

**Only selections from the total unit are included in this framework.*

H. Specific Strength and Power Exercises

An optimal level of strength is important to satisfactory performance in any physical activity. Adequate strength is necessary for power activities which require explosive force and is also needed in endurance activities.

Activities: Bent knee sit-ups on incline mat, push-ups, chin-ups, prone trunk lifts, bar dips. Maintenance of personal charts and discussions of improvement.

I. Specific Exercises for Agility

Agility is a combination of speed and balance. Therefore, appropriate exercises will contain both components.

Activities: "Shadow" (one student tries to lose his "shadow" who in turn must try to stay within three feet), tinikling, juggling. Students answer questions: "In what circumstances might agility be a useful quality to possess?" "Can a person improve his/her agility?"

J. Fitness Clubs and Interest Groups

VI. SOME SUGGESTED ASSESSMENT ACTIVITIES

A. Self-Evaluation

—Construct class achievement charts on which students record their successful completion of skills or dances.

Charts may be developed for the rope jumping club, the rope climbing (Monkey) club, or the jogging and running club.

—Personal check list such as an individual jogging or cycling record.

B. Skill Assessment

Conduct one of the AAHPERD physical fitness tests and maintain an individual record for each child. Use results to structure a personalized improvement program to meet individual needs.

C. Cognitive Assessment

Use brief quizzes to evaluate the students' knowledge of fitness skills, vocabulary, and physiological values of fitness.

D. Affective Assessment

Have students maintain a record of extra-class fitness participation. Include the type of activity, the fitness component being developed, and the students' feelings about or reasons for their level of involvement.

VII. RESOURCES

References for Teachers:

Astrand, Per-Olof and Rodahl, Kaarl. *Textbook of Work Physiology: Physiological Basis of Exercises*. Second edition. New York: McGraw Hill Company. 1977

Bender, Ruth. *Yoga Exercises for Every Body*. Avon, CT: Reuben Publishing Company. Latest Edition

Carr, Rachel. *Yoga*. New York: Simon and Schuster. 1972

Corbin, Charles and Linisey, Ruth. *Fitness for Life*. Second edition. (Teacher and student editions). Glenview, ILL: Scott Foresman and Company. 1983, 1979

Cureton, Thomas K., Jr. *Physical Fitness and Dynamic Health*. New York: The Dial Press. 1973

Filson, Sidney and Jessup, Claudia. *Jump Into Shape: The Fast, Fun Way to Physical Fitness*. New York: Franklin Watts, Inc. 1978

Homola, Samuel. *Muscle Training for Athletes*. West Nyack, NY: Parker Publishing Company, Inc. 1968

Midgley, Ruth., et al. *The Complete Encyclopedia of Exercises*. New York and London: Paddington Press, LTD. 1979

Runner's World Editors. *Beginning Running*. Mountain View, California: World Publications. 1972

Smith, Ann. *Stretch*. New York: Acropolis. 1979

Smith, Paul. *Rope Skipping*. Freeport, NY: Educational Activities, Inc., 1969

Stewart, James H. *How to Skip Rope Like a Champ*. Gym Enterprises, P.O. Box 73, Botavia, OH. Latest Edition (1977)

Taylor, Eric. *Strength and Stamina Training with Weights, Circuit Training, and Isometric Exercise*. London: Transatlantic. 1970

Vitale, Frank. *Individualized Fitness Programs*. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1973

Films:

Run for Your Life (Perspective Films and Video), 16½ minutes, color

Fit To Be You Series (Disney), three films, 12 minutes each, color

Run Dick, Run Jane (Brigham Young), 20 minutes, color

Weight Control: Just a Step Away (Sterling), 13 minutes, color

Resource Personnel:

Ms. Linda Vanderhoff, Executive Director, Maryland Commission on Physical Fitness, 301 W. Preston Street, Baltimore, Maryland 21201

Mr. Glenn V. Swengros, President's Council on Physical Fitness and Sport, 450 5th Street, NW, Suite 7103, Washington, D.C. 20001



APPENDICES

Appendix A: The Maryland Physical Education Framework Task Force and Framework Consultants 24

Appendix B: The Maryland Physical Education Framework Review Panel 25

Appendix C: The Maryland Physical Education Framework 26

Appendix D: State K-8 Physical Education Program Requirements and the Framework 28

Appendix E: Illustrative Objectives for All Goal Areas 29

Appendix F: Glossary of Selected Framework Terms 41



APPENDIX

The Maryland Physical Education Framework Task Force

Jean E. Boyd
Assistant Coordinator, Health
and Physical Education
Anne Arundel County Public Schools

Albert C. Cesky
Supervisor of Secondary Physical
Education and Athletics
Harford County Public Schools

Douglass C. Cochran
Supervisor of Physical Education
and Driver Education
Washington County Board of Education

Earl W. Hersh
Supervisor of Physical Education
and Athletics
Carroll County Public Schools

Willie C. Jackson
Coordinator of Physical Education
and Youth Services
Kent County Public Schools

Sandra Johnson
Coordinator, Elementary/Middle
School Physical Education
Montgomery County Public Schools

Freda E. Martin
Supervisor of Physical Education, K-12
Prince George's County Public Schools

Mildred H. Murray
Coordinator of Physical Education
Baltimore County Public Schools

Betty A. Reid
Specialist in Physical Education
Maryland State Department of Education

Donald V. Williams
Educational Specialist
Baltimore City Public Schools

Framework Consultants

Margarite A. Arrighi
Assistant Professor of Physical Education
University of Maryland, College Park

Dorothy B. McKnight
Director
Athletic and Sport Consultants, Inc.

Simon A. McNeely
Retired, United States Department
of Education; Education Council,
United States Olympic Committee

Mary-Ann Myrant
Assistant Academic Dean
Towson State University

Note: Positions indicated are those held at the time of initial service on the task force or review panel.

B

APPENDIX

The Maryland Physical Education Framework Review Panel

Richard J. Deasy (Chairperson)
Assistant State Superintendent
for Instruction
Maryland State Department of Education

William F. Best
Assistant Superintendent
for Administration
Talbot County Public Schools

John H. Bloom
Deputy Superintendent for Instruction
Charles County Board of Education

Jane Boswell
MAHPERD Senior Scholarship Recipient
Damascus High School Graduate,
Montgomery County

Beverly Byron
Representative
United States House of Representatives

Marge Capecci
President
Maryland Congress of Parents
and Teachers

Robert Dudley
Elementary Physical Educator
Frederick County Public Schools

Frank Filemyr
Low Incidence Specialist
Division of Special Education
Maryland State Department of Education

Ann L. France
Principal
Mt. Royal Elementary/Middle School
Baltimore City

Margie R. Hanson
Vice President, Consultant for Elementary
Education, and Executive Director,
National Dance Association
American Alliance for Health, Physical
Education, Recreation and Dance

Thornton Lauriat
Principal
Bethesda-Chevy Chase Senior High School
Montgomery County

Lewis Lyon
Executive Director
Maryland Commission on Physical Fitness

Aloysius Malone
Former Physical Education Supervisor and
Past President, Maryland Association for
Health, Physical Education, Recreation
and Dance

Simon A. McNeely
Education Program Officer
United States Office of Education

Carol Miller
Teacher Representative
Maryland State Teachers Association

Richard C. Miller
Head of Physical Education
Bowie State College

Joseph H. Pellerzi
Assistant Superintendent for Instruction
Allegany County Public Schools

Raymond R. Riordon
American Red Cross Water Safety
Commission and Associate Professor
Towson State University

Marvin Scott
Physical Education Department
Columbia Community College

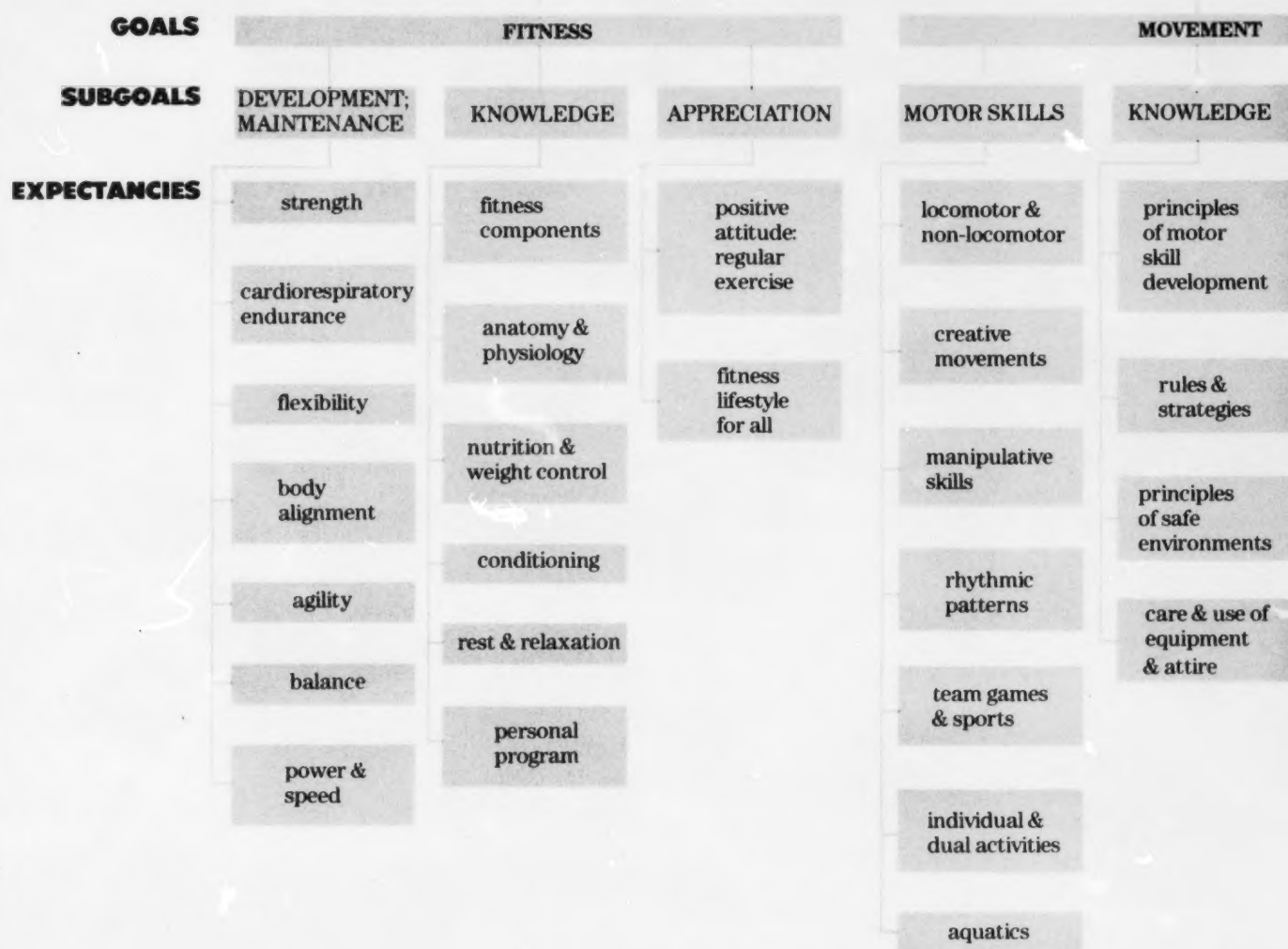
Muriel R. Sloan
Physical Education Department Chair
University of Maryland, College Park

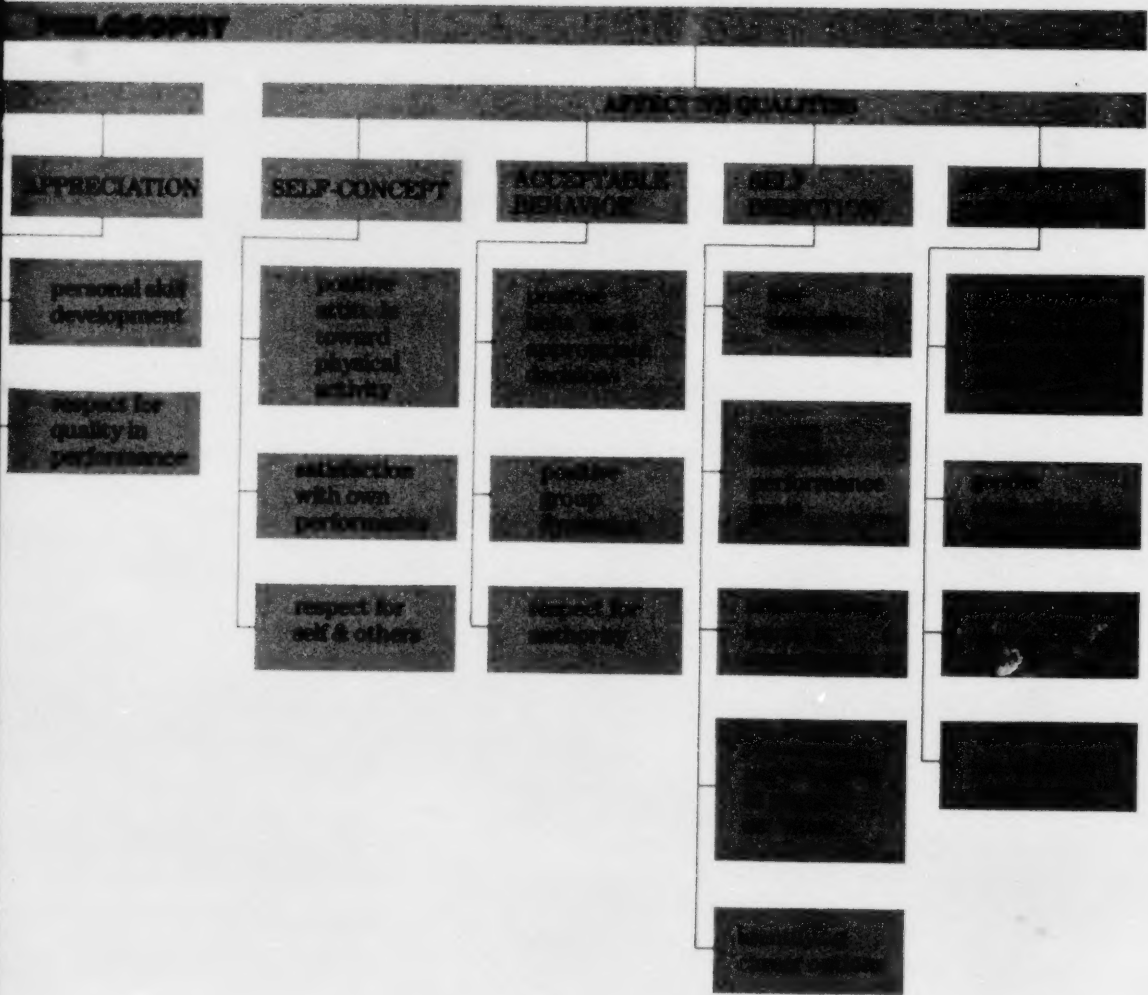
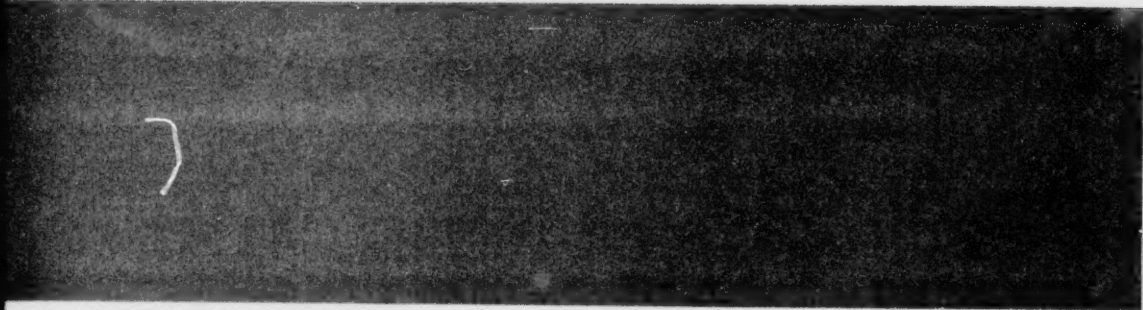
Gwen Tisdale
President
Baltimore County Board of Parent
Teacher Associations

Linda Vanderhoff
Secondary Physical Educator
Harford County Public Schools

APPENDIX

The Maryland Physical Education Framework





APPENDIX

D

State K-8 Physical Education Program Requirements and the Framework

The State Board of Education has required each Maryland school system to "provide a comprehensive program in ... physical education in accordance with guidelines established by the State Department of Education" (COMAR 13A.04.07.01.A). In Grades K-8, the instructional program shall encompass the following objectives from the Arts/Physical Education section of the *Declared Competencies Index*:

5.1.1.1 Participate in introductory physical education activities

5.1.1.2 Participate in introductory recreational activities and a variety of sports and games.

Required expected outcomes for physical education and the related visual and performing arts objectives are listed in "The Arts/Physical Education Program Requirements," Maryland State Department of Education, Project Basic Office, Resource Paper 12, 1981. The outcomes frequently addressed within physical education instructional units are charted below beside applicable framework subgoals.

EXPECTED OUTCOMES

APPLICABLE FRAMEWORK SUBGOALS

Effective basic movement patterns	2.1 and 2.2
Physical fitness and an understanding of its lifelong benefits	1.1 and 1.2
Positive attitudes toward physical activity	1.3, 2.3, 3.1 and 3.3
A knowledge of and fundamental capability in individual and team activities	2.1 and 2.2
An awareness of safety principles and the value of rules	2.2, 3.2, and 3.3
A positive attitude toward varied sports and recreational activities	2.3, 3.1, and 3.3
Movement and rhythmic skills	2.1 and 2.2
The use of the body as a communication tool	2.1, 2.2 and 3.1
An understanding and appreciation of various dance forms	2.2, 2.3, and 3.4

Local systems shall determine the appropriate sequence, learning activities, and reinforcement required to assure adequate attainment of all expected outcomes by the end of Grade 8.

APPENDIX

Illustrative Objectives for All Goal Areas

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
1.1.1 Demonstrate strength and muscular endurance.	1) Support the body weight with the arms and shoulders in activities such as chinning. 2) Perform basic activities which emphasize abdominal and back strength. 3) Perform a variety of locomotor movements which emphasize leg strength.	4) Transport the body weight using the arm and shoulder muscles. 5) Perform a combination of movements which require abdominal and back strength. 6) Perform a combination of locomotor movements which require leg strength.	7) Perform arm and shoulder strength tests such as push-ups with resultant scores showing improvement. 8) Perform abdominal and back strength tests such as sit-ups with resultant scores showing improvement. 9) Perform leg strength and muscular endurance tests such as long and vertical jumps with resultant scores showing improvement.	10) Continue to perform fitness tasks which will enable them to maintain an acceptable level of arm and shoulder strength and muscular endurance. 11) Continue to perform fitness tasks which will enable them to maintain an acceptable level of abdominal and back strength and muscular endurance. 12) Continue to perform fitness tasks which will enable them to maintain an acceptable level of leg strength and muscular endurance.
1.1.2 Demonstrate cardiorespiratory endurance.	1) Participate in locomotor activities such as pursuit games without undue fatigue.	2) Participate in vigorous activities such as running and rope jumping that regularly tax the heart and lungs to the limits of healthy fatigue.	3) Perform actively for increasing lengths of time in a variety of aerobic activities. 4) Perform fitness tests such as distance runs with resultant scores showing improvement.	5) Demonstrate an acceptable pulse recovery after participating in fitness activities such as obstacle course runs or vigorous games.

GOAL 1

To develop an acceptable level of fitness, an understanding of the components of fitness, and an appreciation of the lifelong value of fitness through personalized physical education activities.

SUBGOAL 1.1

Demonstrate an acceptable level of fitness.

APPENDIX E

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
1.1.3 Demonstrate flexibility.	1) Perform a wide range of bending and stretching movements in activities such as mimetics and in warm-up exercises.	2) Perform fundamental flexibility tasks which enable them to show an increased range of movement.	3) Perform a variety of motor skills which require an acceptable level of flexibility. 4) Perform flexibility test items such as the sit and reach with resultant scores showing improvement.	5) Demonstrate sufficient flexibility to perform a variety of sport and work skills which require it.
1.1.4 Demonstrate proper body alignment in various postural positions.	1) Maintain correct alignment while in standard non-locomotor postural positions including standing and sitting.	2) Demonstrate correct alignment while performing various locomotor skills such as running.	3) Demonstrate proper body alignment while executing skills specific to particular sport activities.	4) Maintain proper body alignment while performing complex movements in games, dance, and aquatics.
1.1.5 Demonstrate agility in their movements.	1) Change directions with control in reaction to a given stimulus.	2) Change direction quickly and effectively in reaction to verbal commands, signals, or movements of others.	3) Perform agility tests such as the shuttle run with resultant scores showing improvement.	4) Alter body direction quickly and effectively as needed in sport and non-sport situations.
1.1.6 Demonstrate balance while performing stationary and movement skills.	1) Perform stationary balance activities using different body parts as the base. 2) Perform fundamental dynamic balancing tasks.	3) Perform intermediate locomotor and non-locomotor balancing tasks without assistance.	4) Demonstrate a high level of body management while performing sequenced motor skills.	5) Maintain maximal body control while performing balance skills in a pattern.
1.1.7 Demonstrate power and speed in movements.	1) Travel as fast as possible from one point to another using a variety of locomotor movements.	2) Perform speed and power-related activities such as dashes and jumps so that scores reflect improved performance.	3) Combine power and speed efficiently while performing various sport skills.	4) Adjust power and speed to varying situations while performing combination sport skills.

APPENDIX E

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
1.2.1 Comprehend fitness components and their contributions to good emotional and physical health.	1) Identify some fitness components such as strength and flexibility. 2) State some reasons for being physically fit.	3) Describe all major fitness components such as endurance, balance, and agility. 4) Relate the need for fitness to better health.	5) Explain the relationship between various fitness components and daily living tasks.	6) Describe the long-term benefits to be derived from regular participation in exercise and activities which promote fitness.
1.2.2 Comprehend the relationship of human anatomy and physiology to fitness.	1) Recognize basic fitness/biological relationships such as those between speed and heart-beat or running and breathing.	2) State the relationship of bones and muscles to movement. 3) Apply the principle of warming up before and cooling down after activity to avoid injury.	4) Describe the role and function of relevant body systems and their effects on physical performance.	5) Explain the major physiological and anatomical characteristics of a physically fit individual.
1.2.3 Comprehend principles of nutrition and weight control as related to body composition and physical activity.	1) Recognize that foods serve as an energy source to perform physical activities.	2) Relate performance levels to body size, shape, and composition.	3) Relate the concepts of good nutrition to appearance and the ability to respond to demands of physical activity. 4) Discuss the importance of maintaining proper weight as it relates to improved health and participation in physical activity.	5) Evaluate their own nutritional needs and relate these to their ability to function at an appropriate fitness level.
1.2.4 Relate fitness principles to conditioning for specific activities.	1) Relate a fundamental fitness activity to selected movement skills.	2) Explain the contribution which various fitness components make to specific activity skills.	3) Apply fitness principles to training for specific activities.	4) Develop a conditioning program for selected activities by applying fitness principles.
1.2.5 Relate rest and relaxation to total fitness.	1) Recognize the need for rest following exercise. 2) Explain the importance of adequate sleep as a contributor to fitness.	3) State from personal experience the fitness benefits derived from relaxation exercises.	4) Identify the symptoms of fatigue and stress.	5) Identify the adverse effects of stress and anxiety on the body. 6) Construct a personal plan of rest and relaxation which will promote good health.

GOAL 1

To develop an acceptable level of fitness, an understanding of the components of fitness, and an appreciation of the lifelong value of fitness through personalized physical education activities.

SUBGOAL 1.2

Demonstrate a knowledge of fitness principles which contribute to the quality of life.

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
1.2.6 Assess their own fitness needs and limitations and develop a sequentially designed personal fitness program.	1) Recognize some of their own needs and limitations in the fitness area.	2) Interpret norm expectations in relationship to their own performance.	3) Relate numerous exercises to the fitness components which they enhance. 4) Set realistic personal fitness goals based upon their results in fitness tests. 5) Develop plans for a personalized program in given areas of fitness.	6) Select numerous activities and exercises to reach desired fitness goals. 7) Prepare personal fitness programs which reflect an ability to evaluate their own level of fitness and to plan for improvement.
EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
1.3.1 Project through psychomotor actions a positive attitude toward regular involvement in fitness activities.	1) Participate eagerly in fitness activities daily at school and at home.	2) Participate enthusiastically in a wide variety of conditioning activities within and beyond the school setting.	3) Perform a cooperatively designed fitness program regularly throughout the year. 4) Participate in vigorous intramural sports or other extra-class fitness activities.	5) Participate in elected physical education class and extra-class activities which address their fitness needs. 6) Execute a self-designed and self-managed fitness program at least three times weekly on a regular basis. 7) Participate in community fitness activities such as fun-runs, bike-a-thons, or jump rope-a-thons.
1.3.2 Express through cognitive behaviors a positive attitude toward the development and life-long maintenance of fitness for all.	1) Describe fitness pursuits of family members, neighbors, and friends.	2) Suggest fitness activities which they feel may be beneficial for themselves and others.	3) Describe to others the values which they feel are gained from a fitness lifestyle. 4) Participate actively in fitness discussions to increase their knowledge and to share information.	5) Assist friends and family members in developing personal and group fitness programs. 6) Inform others of fitness opportunities available in the community.

GOAL 1

To develop an acceptable level of fitness, an understanding of the components of fitness, and an appreciation of the lifelong value of fitness through personalized physical education activities.

SUBGOAL 1.3

Demonstrate an appreciation of fitness.

APPENDIX E

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
2.1.1 Demonstrate ability in locomotor and non-locomotor movements.	1) Perform basic locomotor and non-locomotor movements.	2) Perform locomotor and non-locomotor movements in a variety of combinations.	3) Execute effective locomotor and non-locomotor movements in a variety of activities.	4) Spontaneously apply an appropriate combination of locomotor and non-locomotor movements in a given situation.
2.1.2 Demonstrate ability in creative movements.	1) Explore different ways of moving. 2) Combine two or more ways of moving in space.	3) Perform a self-determined movement sequence.	4) Perform various movement patterns of their own design which flow from one to another.	5) Respond to a given situation or circumstance by executing an appropriate self-designed movement sequence.
2.1.3 Demonstrate ability in manipulative skill activities.	1) Discover different ways to handle and control objects of varying size, shape, and texture.	2) Receive and propel with various body parts objects of different size, shape, and weight. 3) Rebound and redirect objects in flight. 4) Use a wide variety of implements in executing activities.	5) Execute previously acquired manipulative skills satisfactorily in game-like situations.	6) Apply previously learned manipulative skills effectively in games of high organization.
2.1.4 Demonstrate rhythmic movement patterns.	1) Move body parts in response to own personal rhythm or external rhythmic stimuli.	2) Coordinate various movement patterns into rhythmic sequences.	3) Synchronize body movements with rhythmic sequences, including concepts of time, space, force, mood, and tempo.	4) Design and perform rhythmic movement compositions.

GOAL 2

To develop physical skills and to acquire knowledge of and an appreciation for efficient and creative movement through participation in a sequential program of varied activities.

SUBGOAL 2.1

Demonstrate a variety of motor skills and creative movements.

APPENDIX E

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
2.1.5 Demonstrate ability to participate in team games and sports.	1) Perform motor skills necessary for participation in low organized games.	2) Perform specific motor skills needed for team play in games and modified sport experiences. 3) Perform student designed games.	4) Execute satisfactorily basic strategies and skills used in modified or official team sport situations.	5) Execute appropriate skills with proper timing in conjunction with the movement of teammates and opponents. 6) Perform several team sports in accordance with their interests.
2.1.6 Demonstrate ability to participate in individual and dual games and activities.	1) Perform skills necessary for initial participation in individual activities.	2) Perform specific skills needed for participation in individual and dual activities.	3) Execute satisfactorily basic strategies and skills used in specific individual and dual activities.	4) Perform a variety of dual and individual activities in accordance with their interests.
2.1.7 Demonstrate ability to participate in aquatic activities.	1) Demonstrate basic water safety procedures. 2) Perform water acclimation skills.	3) Demonstrate drownproofing (survival floating) skills. 4) Perform basic stroke techniques. 5) Demonstrate rescue skills to be used from outside the water.	6) Perform basic strokes with increased strength and distance. 7) Perform elementary rescue skills to be used from within the water.	8) Execute skills competently while participating in a variety of recreational aquatic activities. 9) Employ water safety techniques in a variety of recreational aquatic settings.

APPENDIX E

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
2.2.1 Comprehend principles of perceptual motor, locomotor, non-locomotor, and manipulative skill development.	1) Recognize the relationship of performance levels to attainment of gross motor coordination and other perceptual motor components. 2) Identify the range of general space necessary to perform various locomotor movements. 3) Identify the range of personal space necessary to perform various non-locomotor movements such as bending, twisting, and stretching. 4) Recognize the importance of visual skills in the performance of manipulative activities.	5) Recognize the interrelationship of perceptual motor elements such as balance and eye/hand coordination. 6) Relate spatial awareness to various levels and directions of locomotor movements. 7) Recognize the importance of timing, force, and level in the effective performance of non-locomotor movements. 8) Explain fundamental relationships between body positions and object manipulation.	9) Analyze the skill performance of others, identifying perceptual motor strengths and weaknesses. 10) Apply movement elements such as pathways, force, and tempo to various activities. 11) Relate non-locomotor movements such as pushing, pulling, and swinging to various activities. 12) Apply concepts of force production and control to the execution of basic sport skills.	13) Analyze and improve their own skill performance by identifying perceptual motor strengths and weaknesses. 14) Analyze locomotor tasks and apply movement elements such as force and direction to improve performance. 15) Apply the elements of movement in combination with non-locomotor actions to specific activities such as throwing a discus, batting a ball, or turning in gymnastics and dance. 16) Analyze their own manipulative skill level and devise techniques for improving performance.
2.2.2 Comprehend rules and strategies of various sports and games.	1) Identify the object of various games having simple rules.	2) Explain the elements of a game design including rules, number of players, space, and strategies.	3) Relate reasons for rules and basic strategies common to a variety of games and activities. 4) Identify rule infractions and state appropriate penalties for various sports and games.	5) Devise both alone and with others strategies for effective performance in a variety of sports and games.

GOAL 2

To develop physical skills and to acquire knowledge of and an appreciation for efficient and creative movement through participation in a sequential program of varied activities.

SUBGOAL 2.2

Demonstrate knowledge of elements essential to the effective and efficient performance of motor skills.

APPENDIX E

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
2.1.3 Comprehend principles of safe environments for physical activities.	1) Identify basic safety rules. 2) Recognize safety hazards. 3) Select safe playing areas.	4) Recognize potential hazards inherent in an activity. 5) Demonstrate safe use of equipment and facilities.	6) Modify actions to assure safer conditions in group activities.	7) Recognize potential safety hazards in the activity environment. 8) Adjust actions of self and others to accommodate safety factors.
2.1.4 Comprehend proper care and use of equipment and attire.	1) Describe the clothing and footwear necessary for freedom of movement and safety. 2) Describe proper care of equipment.	3) Select appropriate clothing and footwear for various activities. 4) Explain correct care and use of equipment. 5) Exhibit respect for school equipment.	6) Relate use and care of appropriate attire and equipment to successful performance of motor skills. 7) Describe proper storage and simple repairs of basic equipment.	8) Select proper equipment and attire based on specific activity needs, climatic conditions, and personal characteristics.
EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
2.3.1 Display positive attitudes toward personal skill development.	1) Follow task assignments which lead to skill development.	2) Participate willingly in movement activities for personal skill development.	3) Initiate a plan for furthering personal skill development.	4) Select specific activities for continued personal skill refinement.
2.3.2 Respect excellence of physical performance.	1) Recognize when a skill is performed well.	2) Respond positively when another student demonstrates a skill.	3) Differentiate among levels of execution and model more advanced performers. 4) Acknowledge accomplishments of teammates and opponents.	5) Demonstrate appreciation for excellent performers in a wide variety of activities.

GOAL 2

To develop physical skills and to acquire knowledge of and an appreciation for efficient and creative movement through participation in a sequential program of varied activities.

SUBGOAL 2.3

Demonstrate an appreciation for efficient and creative movement.

APPENDIX E

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
3.1.1 Display a positive attitude toward physical activity.	1) Respond enthusiastically to class instruction. 2) Display a willingness to experience new activities in class.	3) Willingly participate in familiar physical activities outside the regular physical education class. 4) Willingly participate in new activities outside of class.	5) Willingly participate in class activities by dressing appropriately. 6) Participate in activities beyond the required instructional program such as intramurals and interest groups.	7) Participate in the elective physical education program, intramurals, clubs, and/or interscholastics. 8) Display heightened confidence and broadened interest by selecting unfamiliar activities.
3.1.2 Display satisfaction with their own physical performance.	1) Volunteer to demonstrate basic locomotor and non-locomotor movements.	2) Volunteer to demonstrate numerous locomotor and non-locomotor movements in a variety of combinations.	3) Volunteer to demonstrate locomotor movements and skills in a variety of activities.	4) Volunteer to demonstrate some complex skills important for success in specified activities.
3.1.3 Display respect for self and others.	1) Demonstrate the ability to listen and follow directions. 2) Show a willingness to take turns and share equipment.	3) Adhere to the rules of the game and comply with all safety factors. 4) Demonstrate a willingness to assist others in physical activity.	5) Follow all class and activity rules and regulations. 6) Display good sportsmanship both as a participant and as a spectator.	7) Establish and follow rules for safety and maximum performance. 8) Encourage others to display good sportsmanship as leaders, participants, and spectators.

GOAL 3

To develop through purposeful physical education experiences a more positive self-concept, appropriate social and emotional behaviors, self-direction, and an appreciation for individual differences.

SUBGOAL 3.1

Demonstrate a positive concept of self in movement activities.

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
3.2.1 Display positive behavior and apply appropriate decision-making skills under stressful conditions.	1) Seek help from the teacher when needed. 2) Show acceptable behavior toward all levels of performance. 3) Show perseverance in completing challenging tasks.	4) Encourage peers and accept help from classmates. 5) Show acceptable behavior whether winning or losing. 6) Initiate appropriate decisions in limited choice situations.	7) Verbally support teammates and reflect positive attitudes toward accomplishments of others. 8) Maintain self-control and continue to execute positively in game situations. 9) Continue to make appropriate decisions within multiple choice situations.	10) Acknowledge and compliment others' fine performances. 11) Demonstrate a competitive spirit that strives to win fairly and to accept defeat rationally. 12) Continue to think and react clearly and quickly under stress on the basis of present knowledge.
3.2.2 Display positive group dynamic behaviors.	1) Participate in activities such as follow the leader and imitation. 2) Accept the principle that the majority rules. 3) Allow everyone to participate in each group.	4) Display a willingness both to accept direction and to lead. 5) Sacrifice personal preference for the desires of the group. 6) Accept any classmate as a member of group activities.	7) Assume the role of a responsible leader as well as a follower. 8) Cooperate in developing team strategy and accomplishing group tasks. 9) Display the ability to make decisions regarding the selection of a leader.	10) Alternate in the roles of leader and follower when the occasion arises. 11) Work constructively toward a defined goal within the group. 12) Show desirable social behavior regardless of differences in peers' personalities.
3.2.3 Display respect for authority.	1) Listen attentively when the teacher and classmates speak.	2) Listen and follow directions of student leaders and teachers. 3) Display acceptable modes of questioning decisions.	4) Respond cooperatively to directions and decisions of student leaders and teachers. 5) Question decisions with an attitude that reflects learning rather than argument.	6) Respond positively to instructions and respect decisions of game officials and other leaders. 7) Relate questions to present knowledge when requesting clarification of a decision or directive.

GOAL 3

To develop through purposeful physical education experiences a more positive self-concept, appropriate social and emotional behaviors, self-direction, and an appreciation for individual differences.

SUBGOAL 3.2

Demonstrate acceptable social and emotional behavior in physical activity settings.

APPENDIX E

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
3.3.1 Display self-discipline.	1) Work on the assigned task. 2) Work in small groups with limited supervision. 3) Accept responsibility for their own behavior.	4) Work independently on tasks assigned by the instructor. 5) Work in groups of 10-12 with limited supervision. 6) Report information accurately when working independently.	7) Work independently on tasks which they choose. 8) Work cooperatively in supervised game situations.	9) Work independently on tasks which they create. 10) Work cooperatively in unsupervised game situations.
3.3.2 Display an ability to set realistic performance goals.	1) Recognize present capabilities.	2) Recognize that present capabilities need to be developed to improve future performances.	3) Attempt to achieve performance levels which are challenging to their own potential.	4) Set long-range goals consistent with personal skill potential.
3.3.3 Display an ability to select and devise their own learning experiences.	1) Suggest activities that relate to skills being taught.	2) Select games and activities which are within ability limitations and safety restrictions. 3) Devise learning activities utilizing acquired skills.	4) Choose some appropriate activities which meet their own needs. 5) Develop learning activities which meet their own needs.	6) Select activities to improve present capabilities. 7) Create learning activities to expand present capabilities.
3.3.4 Locate and participate in appealing physical activities available outside of class.	1) Utilize skills learned in class during leisure time recreation.	2) Identify and participate in school and community-sponsored activity programs of interest.	3) Select and practice skills which may be used in leisure activities with family members.	4) Evaluate and engage in self-selected activities which offer carry-over lifetime benefits.
3.3.5 Identify career possibilities in physical education and related areas which are of interest to them.	1) Recognize the variety of workers in physical education and related career areas.	2) Identify those career areas or occupations which may relate to personal interests, aptitudes, and values.	3) Identify skills, knowledge, and training required for specific physical education-related occupations which interest them.	4) Evaluate specific occupational requisites in relationship to personal abilities, interests, and career goals.

GOAL 3

To develop through purposeful physical education experiences a more positive self-concept, appropriate social and emotional behaviors, self-direction, and an appreciation for individual differences.

SUBGOAL 3.3

Demonstrate self-direction in physical activity environments.

EXPECTANCIES	ILLUSTRATIVE OBJECTIVES			
STUDENTS WILL:	By the completion of the following grade levels, students will be able to:			
	K-2	3-5	6-8	9-12
3.4.1 Accept intellectual, physical, and performance differences.	1) Accept peer differences without ridicule.	2) Include willingly peers of varying capabilities.	3) Make adjustments in their own reactions to meet varying needs of peers.	4) Select those learning experiences and strategies which promote the most effective use of the varying abilities of peers.
3.4.2 Accept gender similarities and dissimilarities.	1) Recognize that all activities are acceptable for all individuals.	2) Respond positively to the concept that skill development is more influenced by past experiences and opportunities for practice than by gender differences.	3) Accept developing differences and similarities within and between the sexes in physical characteristics by willingly participating in coeducational activities.	4) Adjust their own performance to differences among individuals in physical characteristics such as strength, speed, and size.
3.4.3 Adjust to varying emotional reactions of others to stress.	1) Show concern for others' reactions to stress.	2) Recognize that emotional reaction to stress is expressed differently by individuals.	3) Respect a variety of positive reactions to stress demonstrated by others. 4) Realize that performance varies due to stress.	5) Adapt their own behavior to others' varying reactions to stress. 6) Encourage others to exhibit acceptable reactions to stress.
3.4.4 Accept differences in interest and motivation.	1) Recognize that others' favorite activities may not be the same as their own.	2) Participate willingly in activities selected by others.	3) React positively to the varying interests and desires of peers.	4) Adapt to both group and individual interests and motivations.

GOAL 3

To develop through purposeful physical education experiences a more positive self-concept, appropriate social and emotional behaviors, self-direction, and an appreciation for individual differences.

SUBGOAL 3.4

Demonstrate within physical activity environments an appreciation for individual differences.

APPENDIX

Glossary of Selected Framework Terms

Terms are defined in accordance with their usage in this framework.

Aerobic. A classification of exercise or activity performed throughout at a pace and intensity which allows the heart to supply oxygen constantly to the working muscles. Aerobic exercises include jogging, walking, swimming, and cycling.

Affective. Traits, learnings, and feelings associated with social, personal, and emotional development.

Agility. The ability to move the body or its parts in various directions easily, quickly, and with control.

Anatomy. Study of the structure of the body and of the interrelationships of its parts.

Aquatic activities. Activities appropriate to a water environment. Common examples are swimming, diving, boating, water polo, and snorkeling.

Balance. The ability to assume and maintain various body positions against the force of gravity.

Body composition. The make-up of the body in terms of the amount of lean mass (muscle, bone, needed tissues, and organs) relative to fat mass.

Body management. Physical control of the body on or across the floor, in flight, and on apparatus. It involves the body as a whole. Management skills include balance, coordination, spatial judgments, and postural efficiency.

Cardiorespiratory endurance. The ability of the body organs (particularly the heart and the lungs) and related systems to maintain efficient functioning during and after exercise.

Cognitive. Skills and understandings associated with one's intellectual development.

Drownproofing (survival floating). A learned technique for surviving in water by surfacing and floating unaided for an extended period of time.

Dual games and activities. Games, sports, and other leisure pursuits which require two participants simultaneously. Examples are scoop ball, fencing, tennis, and wrestling.

Efficient movement. The skillful performance of tasks which permits desired results to be obtained with the least strain and a minimal expenditure of energy.

Fatigue. Weariness or exhaustion resulting from prolonged physical exertion or emotional strain. Physiologically, it is characterized by an accumulation of waste materials and fluids in the muscles.

Fitness. The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

Flexibility. The ability to move joints in the body through their full range of motion.

Group dynamic behaviors. Actions related to the interacting forces within a collection of individuals.

Individual games and activities. Games, sports, and other leisure pursuits which can be enjoyed singly with neither a partner nor opponent. Examples are perceptual motor activities, archery, orienteering, and jogging.

Locomotor movements. Moving the total body to get from one place to another using a walk, run, hop, jump, leap, skip, gallop, slide, or some combination of these.

Low organized games. Games which have few and simple rules and which require little or no equipment to play.

Manipulative skill. A movement done to or with objects such as throwing a bean bag, striking a soccer ball, or catching a Frisbee.

Motor skills. A broad category representing reasonably complex movement patterns which have been learned.

Muscular endurance. The ability of a muscle to repeat numerous times without undue fatigue an action which requires a level of strength.

Non-locomotor movement. Moving the body or its parts without traveling as a unit through space.

Nutrition. The science concerned with the relation of organic nutrients, which come from food, to the physical well-being of the organism.

Perceptual-motor abilities. Effective execution of movements dependent upon the establishment and refinement of sensory processes—kinesthetic, visual, auditory, or tactile.

Physiology. Study of the functions of body systems such as the respiratory system and organs such as the heart and muscles.

Power. The capacity of the muscles to move the entire body or any of its parts with explosive force derived from muscular strength.

Psychomotor. A harmonious integration of the nervous and muscular systems to produce desired movements.

Pulse recovery. A measure of how fast a person's heart rate returns to the pre-exercise level following a period of sustained vigorous activity.

Reaction time. Time between a stimulus and the onset of movement.

Rhythmical activities. Movement to a beat which may involve specific patterns and/or movement through space using creative expression.

Self-concept. The psychological image or perception which one has of himself/herself as a person; it is one's self-appraisal of personal worth and value.

Self-direction. Assuming substantial decision-making powers in pursuing one's goals, designing strategies, evaluating outcomes, modifying tactics, and maintaining valued behavior.

Self-discipline. Maintaining efficient work habits and effective relations with others through an understanding of guiding principles, a sense of purpose and direction, and ample opportunity to achieve.

Spatial awareness. Awareness of the position and movement of one's body or parts in space. Components include body image, body awareness, laterality, directionality, and dominance.

Stressful conditions. Situations often involving challenge, group pressure, or competition in which the outcome is uncertain to the participant.

Weight control. The establishment or maintenance of desirable body weight by balancing food intake and caloric expenditure. For overweight individuals, the former may involve dieting and the latter a vigorous exercise program.